

# Reading Toolkit: Grade 3 Objective 2.A.2.a

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 2. Identify and use text features to facilitate understanding of informational texts

Objective a. Use print features

Assessment Limits:

Large bold print

Large bold print

Font size/type

Font size/type

Italics

Italics

Colored print

Colored print

Quotation marks

Quotation marks

Underlining

Underlining

## Table of Contents

### Objective 2.A.2.a Tools

- Lesson Seeds

### Indicator 2.A.2 Tools

- Clarification

## Lesson Seeds

### Reading Grade 3 Objective 2.A.2.a

#### Activities

- The teacher will provide students with informational text/s where there are multiple uses of quotation marks. Students should read the text identifying words, phrases, or sentences that are set in quotes, and with teacher assistance, determine the different reasons for their placement in quotes. The teacher and students will discuss how knowledge of use of quotation marks assists comprehension of the text. This same procedure can be done with underlining, bold or color print, or size and type of font.
- In a teacher-led discussion, have students brainstorm a list of reasons for using various print features: bold or color print, font, size of print, italics, quotation marks, or underlining. Record all reasonable answers. Following the discussion have students read an informational text with multiple and varied print features. Students should locate the print features within the text and determine a text-based reason for each use. Students should determine whether the reason was on the suggested list or if the reason should be added to the list.
- The teacher will have students read an informational passage which has been word-processed removing all print features, such as bold or color print or italics. Next students will read the same passage in its original form with print features intact. Teacher and students will compare the texts listing the reason for each text feature and whether or not that feature assists comprehension of the text.
- The teacher should place students in six groups. Assign each group a print feature: bold print, color print, font type, italics, quotation marks, and underlining. Rotate six different informational texts that contain a variety of print features among the six groups. Each group is responsible for identifying only its assigned print feature and determining a reason for its use. Once the rotation is complete, each group will present one text to the remainder of the class pointing out its text features and telling how these features assist in comprehension.

## Clarification

### Reading Grade 3 Indicator 2.A.2

To show proficiency of the skills stated in this indicator, a reader will be able to **identify, use, and analyze text features**. These text features are purposeful and send visual signals to the reader about the nature and use of the content. As the complexity of texts increases, these features lead readers first to make predictions about the text and later to draw conclusions from the text.

In order to gain full comprehension of a text, a reader should **use print features and analyze text features**. A reader should take note of the use of bold or italic type, font type and size, colored type, underlining, and quotation marks, which allow insight into the relative importance and organization of a text. These varied uses of print features focus a reader's attention on specific aspects of text and help a reader gauge the importance of ideas and their relationship to each other.

Effective **use and analysis of graphic aids** is necessary to comprehend informational text. When using graphic aids, a reader should be able to identify the information the aid provides and determine a purpose for its use. Photographs and illustrations with or without captions deliver a quick insight into the content of a text. Cartoons relay an author's attitude and can, with minimum text, serve as a persuasive device. Maps, graphs, diagrams, and tables deliver much information from minimal text. Combining the information a graphic provides with effective use of print features enhances a reader's comprehension of a total text. This, in turn, allows a reader to draw conclusions about the importance of the information.

**Using and analyzing informational aids** is a vital component in text comprehension. A preview of text helps a reader prepare for accessing information. Timelines, glossed words (words defined within the text), bulleted lists, and pronunciation keys throughout the text assist a reader in securing specialized information that will increase comprehension. Recognition of transitional words helps a reader follow a sequence of events or development of an idea, argument, or persuasion. Footnotes and works cited establish a source from which a student can judge the reliability of a text. Analyzing informational aids in combination with print and graphic aids supports the comprehension of a text.

When a reader **uses and analyzes the organizational aids** in a text, he or she focuses on a general outline of information that contributes to meaning. Tables of contents set the order in which information is presented while titles, subtitles, headings, and subheadings within a chapter or section establish a sequence or degree of importance of that information. These aids along with other standard features such as glossaries and indices help a reader develop understanding of a text.

To **use and analyze online information**, a reader needs to use and analyze online features effectively. Once a reader knows the location and use of the URL, he or she can access additional sources of information through hypertext links or drop down menus. Knowing how these features work allows a reader to maneuver through a website to read with purpose and gather information.

- URL  
Uniform Resource Locator is the address of the website.
- Home Page  
This page is the first one in a website.

- Hypertext Links

Highlighted or underlined text will take a user to another website which has related information. A link to another website is indicated when the cursor moves over highlighted or underlined text and the cursor changes to a hand with a pointed finger. Left clicking the cursor allows a user to access that website.

- Drop Down Menu

These menus and lists are signaled by inverted pyramids. When the inverted pyramid is clicked on, a series of other sources appears.

- Sidebar

Information, such as site maps, lists, or explanations of the site, are set off in boxed text.

Locating the sponsor of a website combined with focused reading helps a reader judge the reliability of a source. Using certain elements of print, graphic, and organizational aids, a reader can make judgments about online text and construct meaning from it.

As readers have more experiences with these skills and with increasingly complex texts, their cognitive abilities will also increase. Experienced readers will be able to identify, explain, and analyze how all text features can support the main idea of a text. Readers will understand how these features contribute to and complement each other to help a reader construct meaning of an entire text.